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AUTHOR Patterson, Janice B.
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ABSTRACT

The basic objective of the study was to investigate the participation of mature adult women, over age 35, in the proprietary business, trade, and technical schools in Cuyahoga County, Ohio. Data were collected by telephone on the 29 registered resident-study schools of Cuyahoga County and two Cleveland-based home study schools pertaining to enrollment figures that reflect adult women's participation, the programs of study, and cost of attendance. Two institutions with more than 10 mature women enrolled were visited to obtain additional information regarding courses, facilities, and women's participation. The findings indicated that mature women over 35 years of age comprise about 2.5 percent of the total estimated enrollment of the 30 schools surveyed. Only one woman over age 35 was training for a nontraditional female job; two-thirds of the mature women enrollees were receiving training for clerical and sales occupations. The survey revealed that there are many openings available to mature women with the right skills and that proprietary schools are interested in providing such training; however, women re-entering the labor market often are unable to pay the training fees. (EA)

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Instructional Practices that Enhance Retention
A Review of the Literature
for Florida Community Colleges

AUG 05 1975

by

James B. Patterson

June, 1975

Occupational Training for Mature Women: A Survey of the Enrollment of Women Over Age 35 in Proprietary Institutions in Cuyahoga County, Spring 1974

by
Janice B. Patterson

June, 1975

Clearinghouse for Research
on Women and Employment

Institute of Urban Studies
Cleveland State University

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This research was conducted under the direction of Professor Edric Weld of the Institute of Urban Studies and Dr. Rae Rohfeld of the Clearinghouse for Research on Women and Employment. The final report was edited with the help of Dr. Rohfeld, Professor Weld, and Laverne Zell. The author also wishes to thank Eileen Nageotte for her assistance in preparing the manuscript.

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About The Clearinghouse

Ms. Patterson's study is the second published report of the Clearinghouse for Research on Women and Employment, established in the Institute of Urban Studies, Cleveland State University in February, 1974. The function of the Clearinghouse is to stimulate, facilitate, and communicate research which will enable community agencies and employers to work more effectively to improve the status of women in Cleveland's labor force. It carries out its program by identifying and communicating information needs of local organizations, locating researchers on Cleveland-area campuses and in the community, assisting researchers, reporting research results, and interpreting the implications for action. By the development of applied research in this manner, the Clearinghouse staff believes the University can make a vital contribution to the improvement of community life.

The Clearinghouse staff hopes that this study will provide new insights to training program recruiters, counsellors, and women who are making career plans. It suggests that special efforts are needed to break down the cultural barriers to women seeking new careers, and that educational institutions as well as employers must reach out to make women aware of the areas of opportunity in which they are now being sought.

Dr. Rae Rohfeld, Director

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Forward

In the spring of 1974, the Institute of Urban Studies conducted a seminar on Women and Employment. Undergraduate, graduate and special students in this seminar conducted by Professor Edric A. Weld, Jr. examined various aspects of women's employment opportunities and the problems facing women in various fields.

Janice Patterson, a seminar member, examined the question of occupational training for mature women. She concentrated on the enrollment of such women in 31 proprietary schools in Cuyahoga County. It is striking that only one women over age 35 was training for a non-traditional female job. The results of her survey clearly indicate that our high school and college counselors have to reconstruct their thinking and approach to the advising of female students about training opportunities for future employment.

Her survey indicates that many openings are available to women with the right skills. In addition, her survey also indicates that proprietary schools are clearly interested in providing such training, but women who are re-entering the labor market often cannot afford to pay the training fees. Society in general, as well as these women in particular, would benefit if these women were aided financially.

Ms. Patterson has done an excellent job of highlighting the seriousness of this need, and the Institute of Urban Studies is happy to publish her findings.

Dr. Thomas F. Campbell, Director
Institute of Urban Studies

Introduction

The number of women who are at work in America has been increasing at an rapid rate. Between 1920 and 1970, the percentage of women who worked rose from 20% to 38%. During that fifty years the median age of working women also rose significantly. Today, half of the working women are over 39 years old, and most are married. The change in women's employment rates in three decades since World War II has been termed "phenomenal."[1]

Special gains have been made in the work force participation rate of women in the 45-to-54 years age group--from 25% in 1940 to 54% in 1970.[2] Increases in the work rates of all other women over 35 years of age were only slightly less spectacular in the same time period.

But this "good news" about women's employment has been accompanied by "bad news." Women continue to collect in the lower-paying, lower-skilled jobs. The unemployment rate of women is much higher than that of men. Family responsibilities and social expectations have meant more interrupted work patterns for women than for men. These factors contribute to the low earnings and greater unemployment rates of women, and create special problems in job-seeking and job-holding for women.[3]

Concern about women's employment problems has increased along with the rise in numbers of working women. Women who need or want to replace full-time homemaking duties with jobs for

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pay outside the home have captured special attention. These women often have had little or no work experience. Time and lack of practice may have obliterated skills that were acquired many years back. A former profession may have lost its appeal. New technologies have changed the work scene.

For women with outdated work experience or with less education than their occupational choice demands, the usual recommendation from an employment counselor, social worker, or other employment expert is "go to school." Counselors try to impress on these women that recent training is an acceptable substitute for work experience for many jobs, that the best jobs are available to those with requisite skills and training, and that the more education women bring to their jobs, the higher their earnings will be.

Are mature women following this advice? Are mature women who are making new work plans using school as their starting point? Particularly, are they enrolling in the kinds of short-term courses that are designed to train people for specific jobs--the courses taught in private business, trade and technical schools? Are they enrolling in programs leading to the better-paying jobs? If older women need retraining or new training to increase their employability, can they readily obtain it in locations near their homes?

The purpose of this study was to investigate the participation of mature adult women (over age 35) in business, trade and technical school programs in Cuyahoga County, Ohio.

The basic questions posed were:

1. Are mature women (35 years of age and over) able

to obtain training in business, trade, and technical schools in Cuyahoga County?

2. Are mature women enrolling in these schools?

Background on Mature Women in Cuyahoga County

Some basic information about women in the over-35 age category is available from a review of the 1970 U.S. Census. Table 1 shows that mature women's employment rates in Cuyahoga County are just slightly below the national average for the same year, except for the 65-years-and-older age group. The participation rate for county women slightly exceeds the rate for women in the larger Cleveland Standard Metropolitan Statistical Area (Cleveland SMSA) and more nearly approaches the national averages. The small difference may reflect greater job opportunities for mature women in the central city and in Cuyahoga County suburbs than in the smaller cities and outlying areas included in the Cleveland SMSA, greater need for women living in the city and near-by suburbs to be employed, or greater encouragement of the working women life-style in more urban areas.

TABLE I

Labor Force Participation of Women, by Age, for Selected Places, 1970

	Cleveland SMSA			Cuyahoga County			
Age	Total Female Population	No. in Labor Force	Percent	Total Female Population	No. in Labor Force	Percent	United States Percent
25-34	129,443	54,366	42.0%	105,715	46,092	43.6%	44.8%
35-44	125,035	60,642	48.5%	102,949	50,548	49.1%	50.9%
45-54	137,125	117,098	48.5%	117,100	101,334	48.5%	54.0%
55-64	104,315			91,837			42.5%
65 +	112,675	11,042	9.8%	100,592	9,959	9.9%	9.2%
Total: 25 +	608,593	243,148	40.0%	518,193	207,933	40.1%	

Source: Calculated from tables in U.S. Bureau of the Census, Census of Population: 1970, General Social and Economic Characteristics, Final Report PC(1)-C37 Ohio, and Census of Population and Housing: 1970, Census Tracts, Final Report PHC(1)-45, Cleveland, Ohio SMSA.

Information about the non-working women over 35 is also relevant to this study. The labor force participation statistics include all employed plus unemployed persons who were seeking work in the four weeks previous to the census count. Women who were not actively seeking work were counted as "not in the labor force." Many of these can be considered as "hidden unemployed." They are probably the least employable in terms of education, skills, or job vacancies in their communities, and may feel too discouraged to actively look for jobs. Nearly all women of the "not in labor force" category can be considered potential workers, though some undefined percentage are unable to work due to physical or mental disability, and some will not wish or need to work.[4] Whether or not the women in the "not in labor force" category will work depends on factors such as need for money, personal characteristics, and the job opportunities that exist for them.

An indication of the size of this pool of potential workers can be provided by contrasting the total number of women aged 35 through 64 in the Cleveland SMSA (366,475) with the number of women in that age range reported in the labor force (177,740), as shown in Table I. Thus, 188,735 women were not in the work force in 1970.* Approximately 150,284 of these had work experience prior to 1970, however, and a significant portion will wish to re-enter the labor force as their children mature or other life changes occur.

*This figure does not correspond exactly to the number of women not in the labor force given in Table 2. This descrepancy is probably due to a certain margin of error in the census figures.

Table 2

Reported Work Experience of Women Not in Labor Force

by Age and Year Last Worked, Cleveland SMSA, 1970

Age	Total Not in Work Force	Last Worked 1960-1970		Last Worked before 1960		Never Worked	
		Number	Percent	Number	Percent	Number	Percent
25-34	75,163	51,691	68.8%	12,023	16.0%	9,385	12.5%
35-44	64,184	24,106	37.6%	29,708	46.3%	8,045	12.5%
45-54	65,476	20,717	31.6%	31,521	48.1%	10,424	15.9%
55-64	59,023	17,846	30.2%	26,386	44.7%	11,703	19.8%
65 +	101,665	20,269	19.9%	47,537	46.8%	25,393	25.0%
Total 25 +	365,511	134,629	36.8%	147,175	40.3%	64,950	17.8%

Source: U.S. Bureau of the Census, Census of Population: 1970, Detailed Characteristics, Final Report PC(1)-D-37 Ohio.

The 1970 Census tabulations do not include a cross-comparison of women's educational attainment with labor force participation for the Cleveland SMSA or Cuyahoga County. However, it has been well-documented in other research that the higher a woman's educational level, the more likely she is to work.[5]

A review of the educational attainment figures for women in the Cleveland SMSA provides a general view of many women whose low educational attainment could be a detriment to their employability--locking them into low-skill, low-paying jobs. Table 3 shows that only 15,961 women completed four or more years of college, while 69,138 women, or more than one-third of all women 35-49 years, had not finished high school in 1970. Another 91,499 had a high school diploma, and 19,319 more had less than four years of college. Since even women with college degrees who are not working probably do not have readily marketable skills, job-oriented training programs such as those available in proprietary schools have a large potential clientele among non-employed women over 35.

Table 3

Educational Attainment of Women, By Age,

Cleveland, SMSA, 1970

Schooling completed (years)	Numbers of women, age (years)		
	35 - 39	40 - 44	45 - 49
No schooling	279	307	361
1-2 years	94	166	153
3-4	436	547	695
5-6	1076	1318	1924
7	890	1466	1644
8	3160	3969	4641
1 year/high school	3639	4219	4182
2	4972	6510	6752
3	4185	5372	6181
4	27099	31068	33332
1 year/college	2597	2734	2505
2	2264	2736	2888
3	1314	1159	1122
4	3872	3851	3103
5 or more	1579	1834	1722
Total	57,456	67,256	71,205

Source: Table 148, Census of Population, 1970. Detailed Characteristics. 37-968 Ohio.

Method

The selection of business, trade, and technical schools in Cuyahoga County to be surveyed for this study was made on the basis of their inclusion in a state registration directory. Ohio law requires that certain private schools, primarily business colleges, trade and technical schools, and home study schools, obtain certificates of registration from the State Board of School and College Registration. The schools which are in compliance with this law are listed in the Ohio Higher Education Notebook, Volume II (January 1973). This directory is widely disseminated to secondary schools, libraries, employment services, and counselors.

The Notebook listed 29 such registered resident-study schools in Cuyahoga County, and these were the schools included in this study. The home-study schools were arbitrarily eliminated from the list of schools to be included because most of them were operated outside the county, making information-gathering very difficult. Two Cleveland-based home study schools were included because they hold membership in the Northeastern Ohio Chapter of Proprietary Schools (NEOCPS), an association of 20 of the business, trade, and technical schools.

After this base group of 31 schools was identified, a telephone survey form was devised (see Appendix A) and calls were made to an official (director, admissions representative, or other personnel) of each school to obtain general information about the school and to request particular information about

the enrollment of women over age 35. Additional basic school information was available in the Notebook, though the reports therein had been received in 1972 and some information proved to be out-of-date.

The data collected by the telephone interview and by review of the Ohio Higher Education Notebook included: enrollment figures that reflect adult women's participation, courses of study offered, entrance prerequisites, length of time of study, cost of courses, and availability of placement services.

Those institutions that had 10 or more mature women enrolled were visited to obtain a greater depth of subjective familiarity and qualitative information. The information that was garnered in this way included: adequacy of equipment and facilities, instructors' qualifications, affiliation and accreditation with external associations and agencies, geographic accessibility, and the officers' general interest in women's admission.

Findings

Telephone Survey Results

Telephone responses were collected from 30 of the 31 schools. One school refused to give the requested information over the phone, and suggested that a letter of inquiry be sent. No response to the letter was received, but other available information indicates that the information would not alter the overall results.

Enrollment.--Of the 30 schools, 14 had women over 35 years of age represented in their enrollments. The estimated enrollment of mature women totaled 121, or about 2.5% of the total estimated annual or current enrollment of 4,976 in the 28 resident-study schools. There were no women over 35 years old enrolled in the two home-study schools included in the survey.

The enrollment totals which were obtained from the school officials must be considered with some caution, since the schools have not kept age and sex tallies and are not required to report this kind of enrollment information to any official organization. (Several officials said that they have recently received requests for age and sex information from agencies of the federal government and that it may be necessary to change their recordkeeping procedures in the future in order to be able to supply the information to agencies). In several schools, however, the numbers

of women enrolled were so small that the women students were well known to the reporting school official, and age judgements can be considered generally accurate. One school noted that it did not ask for age on its admission forms. Another school official said the age space often was blank on returned admission forms. In all cases, however, it is believed that the reporting officials made their estimates in good faith, and that the totals compiled are as nearly accurate as any that are currently available.

Basic enrollment information is tabulated in Table 4. Information on annual total enrollment was taken from the Ohio Higher Education Notebook. In most cases, school officials reported current enrollment estimates that differed from the 1972 reporting, and these new figures were used instead of the 1972 figures in Table 4. The 1972 figures are so designated in the table. The male and female enrollment percentages by sex are the estimated figures provided by the school officials, as are the total numbers of women over 35 years of age.

Table 4

Enrollment Information from Cuyahoga County Proprietary Schools, May 1974

Institution[a]	Estimated Current Total Enrollment[b]	Estimated Percentage Male	Estimated Percentage Female	Females age 35 and over, now enrolled
1	200	100	0	0
2	40	90	10	1
3	250[b]	1	99	8
4	300	0	100	5
5	--[c]	--[c]	--[c]	-[c]
6	25	20	80	8
7	150	99+	[d]	0
8	80	0	100	8
9	150[b]	100	0	0[e]
10	100	95	5	1
11	233	60	40	0
12	200[b]	0	100	0[e]
13	250	99+	[d]	0
14	200[b]	99+	[d]	0
15	80	30	70	30[f]
16	319[b]	60	40	5
17	20	0	100	4
18	65	99+	[d]	0
19	45	0	100	10
20	150	20	80	7
21	120[b]	100	0	0
22	250[b]	100	0	0
23	37	10	90	2
24	38	50	50	1
25	200	0	100	21
26	40	5	95	3
27	450[b]	100	0	0
28	85	95	5	0[e]
29	309	40	60	7
Resident-study totals	4976			121
30	161	99+	[d]	0[e]
31	1500	99+	[d]	0[e]

[a] See Appendix B for key to institutional names

[b] 1972 enrollment figure from Ohio Higher Education Notebook

[c] No information received

[d] Less than 1% of total enrollment

[e] Have had women over 35 years enrolled in past

[f] No classes currently in session

Courses of Study.--A variety of specialized training programs are being offered by the 30 schools which were surveyed. These programs have been converted to occupational titles and sorted in the classification system used in the Dictionary of Occupational Titles, 3rd Edition. Table 5 shows the occupations for which training exists in the county proprietary schools. In addition, the number of mature women enrolled is shown for each occupational category. The occupations for which mature women are in training also is indicated.

This classification clearly shows that mature women's enrollments follow traditional occupational patterns, with most women receiving training for clerical and sales occupations.

Table 5

Occupations For Which Training Exists In

Cuyahoga County Proprietary Schools,

May, 1974

PROFESSIONAL, TECHNICAL, MANAGERIAL Occupations: 34 women over 35 years old enrolled

Draftsman (architectural, electrical, structural, and mechanical)
Environmental technician
Electronic technician
Engineering technician
Metallurgical technician
Industrial engineering technician
* Quality control technician
Computer programmer/terminal technician/systems operator
* Dental assistant
* Medical assistant
* Accountant/tax accountant
Graphic designer/commercial artist/industrial designer
Radio and TV broadcaster
Fashion coordinator/buyer
* Fashion designer
Motel and restaurant management

CLERICAL AND SALES Occupations: 74 women over 35 years enrolled

* Court reporter
* PBX operator
* Typist
* File clerk
* Bookkeeper
* Business machine operator
* Secretary
* Stenographer
* Receptionist
* Office worker
Insurance adjuster/claim adjuster
Model

SERVICE Occupations: 1 woman over 35 years enrolled

* Nurse aid

(continued)

(Table 5, Continued)

MACHINE TRADES Occupations: 0 women over 35 years enrolled

Auto mechanic
Air conditioning mechanic
Diesel engine mechanic
Fuel injection serviceman

BENCH WORK Occupations: 12 women over 35 years enrolled

Electromechanical technician
*Dressmaking
*Pattern maker
*Tailor
Dental laboratory technician
*Power sewing machine operator

STRUCTURAL TRADES Occupations: 0 women over 35 years enrolled

Welder

MISCELLANEOUS: 0 women over 35 years enrolled

Stationary engineer/boiler operator
Truck driver

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* Indicates occupations in which at least one women over the age 35 was receiving training, May 1974.

Note: Occupational categories were arranged on the basis of the Dictionary of Occupational Titles numerical system. Programs of study in the schools were first converted to occupational titles.

In addition to the courses of study which prepare students for the occupations listed above, several of the schools offer instruction in basic skills (typing, shorthand, elementary electronics, blueprint reading, computer procedures) that are appropriate background for several different jobs. Some schools specialize in license preparation courses leading to Federal Communication Commission licensing for radio and TV technical personnel and to state licensing for mechanics, operators, and technicians. The dressmaking and fashion schools enroll some students who are taking instruction for personal use rather than for job preparation.

Entrance Prerequisites.--Of the 30 schools surveyed, 16 require either a high school diploma or the GED Certificate as an admissions prerequisite. The remaining 14 schools reported that only a personal interview and a school visit were requested of the applicant prior to admission. Only a very few schools administer admission tests as a screening device.

Generally speaking, the training available for professional, technical and managerial occupations requires a high school diploma for admission, while machine, bench, and service occupations do not. Educational requirements for admission to electrical and sales occupations training varied among the schools.

Several of the officials remarked that a self-screening process seems to be operating, particularly in some of the technical fields, so that only committed, capable people are enrolling. One director said this self-screening keeps many

women from entering technical fields that have been male-dominated, and that it is time for women to learn that they are needed and wanted in such training.

Length of Courses of Study.--The most common time pattern in the 30 schools is full-time, short-term study. Many have a part-time evening program in addition, and it is substantially the same offering as the daytime program but lasts for a longer period.

Full-time students typically are in class 20-25 hours a week, while part-time students typically spend two or three evenings a week in class. In some schools, completion can be accelerated by taking a daytime and evening combination.

The study courses currently offered ranged from 3 weeks to two years in length. Directors repeatedly noted that mature adult students apparently prefer the short-term programs when there is a choice.

Individualized instruction is a common format in many of the skills courses such as typing, shorthand, and bookkeeping. The fee structure in some schools encourages students to proceed to completion at the fastest possible rate, since these students pay weekly until the course is completed. Several schools also allow students to take additional time to build skills without additional cost above the basic course fee.

Cost of Courses of Study.--The cost of attending a private business, trade, or technical school in Cuyahoga County ranges from $75 to $3,690 per program. The least expensive

courses are those teaching individual skills, personal improvement, or specific techniques. The most expensive courses are those that lead to an associate degree in technical fields, those that prepare for licensing in addition to the skills training, and those that offer technical instruction in the arts. These factors may limit the entry of women with growing families into these fields since they must look to the costs of post-secondary education for their children as well as for themselves.

There is some relationship between the length of the program of study and its cost, but the cost is more closely related to the kind of training and the field of study.

Table 6 shows the variation in tuition costs that exists even when the programs of study are categorized by the length of the program.

Table 6

Tuition Range, by Length of Study Time,

30 Cuyahoga County Proprietary Schools,

May, 1974

Length of Program	Tuition Range, in Dollars	
	Low	High
Less than 12 weeks	75	695
12 weeks	190	675
6 months	845	1485
9 months	1495	2100
12 months	900	1500
18 months	1500	3000
24 months	2520	2690

Placement Services.--"Proprietary schools are judged primarily on their placement record," one director said. It was evident in the telephone interviews that school officials are attentive to the placement situation. They are eager to report their successes in this area. They also are quick to point out that they cannot guarantee jobs upon course completion.

Nearly all of the schools surveyed provide their students with some help in seeking employment, though these procedures vary widely. Some schools use an internship procedure in the training that leads to later employment when training is completed. Many other students in these private schools are already employed and do not request placement services.

Most of the officials queried are frequently in touch with prospective employers. Because the proprietary schools are businesses in addition to being schools, they make constant efforts to turn out employable people and to train people for local job openings.

Officials of the schools with predominately male enrollment were asked if they would expect to have difficulty helping women students find jobs in those occupations. All the directors in these schools pointed to recent federal legislation that has made it imperative for employers with government contracts to begin hiring women at all job levels, saying this fact makes women highly employable. One exception was the director of an auto mechanics school who thought women might continue to have some difficulty getting jobs in that field, unless they are self-employed or in

business with a family member.

All schools were asked if local employment would be available to graduates of their programs, since mature adult women students would typically be permanent residents of the county for the foreseeable future. All 30 of the schools thought local job opportunities were generally available in their respective occupational fields.

Results of Personal Visitations

There were only three schools in the list of 30 surveyed which reported enrollments of more than 10 women over the age of 35. One of the three is a training program for income tax preparers and was not in operation in May 1974 because its course is offered only in September and October. The other two schools, both secretarial schools, were visited on a weekday when classes were in session.

Subjective judgements were made about equipment and facilities. School A appeared to have somewhat more variety in the office equipment available for use in training than did School B. For example, cassette tape recorders were in use in shorthand courses, and several varieties of dictating machines were being used.

School A was in a one-story, modern building. Furnishings and decorations appeared to have been moderately expensive. Lounge space, locker room, and coin-operated snack machines were provided for student use. School B was smaller and more sparsely decorated, but had been recently repainted and gave a bright, modern appearance. There was no lounge space provided in

School B's suite. To the casual viewer, the facilities were about equally adequate for the programs housed and could handle moderate enrollment increases with little difficulty.

In both schools, instructors have bachelor's degrees in business-related fields. School A has some other staff members with college backgrounds and degrees. School B is mainly a two-person operation, with the director doing most of the teaching.

Both schools have affiliations with business and professional associations. School A's memberships are with: Association of Independent Schools and Colleges, Cleveland Area Business Teachers Association, National Business Education Association, Ohio Business Teachers Association, and Heights Chamber of Commerce. Both schools belong to the Better Business Bureau of Cleveland and to the Northeastern Ohio Chapter of Proprietary Schools. School B also belongs to the Ohio Council of Private Colleges and Schools. In addition to the state registration, both courses of study are approved by the Ohio Bureau of Vocational Rehabilitation and the Social Security Administration. The larger school also has approval under the Manpower Development Training Act, the Veteran's Administration, and the WIN (Work Incentive) Program.

The significant difference in the two schools is in the perceived geographic accessibility as it relates to mature women. School A is located in a suburb neighboring Cleveland and offers free, at-the-door parking. School B is located in the heart of downtown Cleveland in one of the upper floors of an office

building. It is about one block to public transportation and to public parking, the cost of which would add to the cost of attendance.

The easy-to-reach suburban location apparently attracts a larger number of mature women to the program, as evidenced by School A's enrollment of 10 women in the same age group. School B's lower tuition and shorter courses of study may have made it attractive to the numbers of older women enrolled despite the costs of transportation.

Conversations with the officials of both schools made it clear they are keenly interested in the current and future enrollments of older women. They know these women are "bread and butter" in a sense, and have aimed advertising toward them.

Profiles of the older women enrolled at School A were made available. They provide some supporting information in understanding the older woman's training situation.

Twenty-one women aged 35-53 were enrolled in the program at this school. Eleven had high school diplomas, three had some college work, two had associate degrees, two had bachelor's degrees, and three had master's degrees. Only four of the women had no previous office experience. Ten of the 21 were employed in addition to their studies.

Five were enrolled in the full-time secretarial program. Two were enrolled in a 3-month business practice course for 20 hours each week. The rest were enrolled in individual skills classes. Only four women were enrolled in the morning sessions.

Seventeen were taking courses in the afternoon and evening sessions.

The 21 women included two who were single, four who were divorced, and two who were widowed. Clearly the range of age, previous training, and life styles of women seeking this education is very broad.

Discussion

Enrollment

The major conclusion to be drawn from this study is that mature women comprise a very small percentage of the total enrollments in the private business, trade, and technical schools in Cuyahoga County. Estimated enrollments found 121 women over the age of 35 enrolled in the 30 schools, or about 2.5% of the total enrollment.

Of these 121 women over age 35 only 1 was in training for a traditionally 'male' job--that of quality control technician. The other 120 were planning to work as office workers, income tax preparation specialists, clothing industry workers, or health care assistants. Opportunities as draftsmen, technicians, mechanics, hotel and restaurant managers, and other higher-paying jobs were ignored by the over-35 year women and, to a large extent, by younger women as well.

Questions About Availability

There are several factors which relate to the availability of training that could qualify or reverse the conclusion that women are overlooking opportunities. These factors were not tested in this survey.

One factor in availability is geographic accessibility. Of the 31 schools, 25 are located between Public Square and East 55th Street in downtown Cleveland. Nineteen of those are inside a radius of 25 blocks leading east from Public Square. This makes them accessible to women in the inner city for whom costs and previous training might loom as major barriers.

The question of availability of sufficient and appropriate schools is not as easily answered. There are at least 31 proprietary schools in Cuyahoga County where mature adult women could seek admission. While current enrollments of older women were found in only 14 of the schools, officials in the other 16 schools surveyed all indicated that age per se would not be a barrier to admission in their programs. If the existence of such schools is the only test of their availability to mature women, then it can clearly be said that a variety of private business, trade, and technical schools are available to Cuyahoga County women.

Another factor is the cost of tuition for proprietary schools. The schools studied ranged in cost from $75 to $3,690. It is not known whether the costs are barriers to women's enrollments.

Still another factor in assessing availability is whether the training that is offered meets the occupational and emotional needs of the women who most want job training. The results of this survey show that older women's enrollments in proprietary schools follow the traditional employment patterns of women--nearly two-thirds of the women over 35 years old were taking clerical courses. This reflects the social and personal expectations with which mature women grew up as well as the absence of a special motivational program to attract these women into non-traditional job training.

There were a few schools surveyed that did not expect or intend to attract mature women--or mature men. They described

themselves as providing training for jobs that are typically "young people's fields"--modeling, radio and TV announcing, and commercial art, for example. Success in these fields almost demands starting young and working one's way up, the officials said. All of these schools were aware of the potential enrollment market of older people, and had planned some ways to include interested older people in their programs. For example, the broadcasting program could be a basic preparation course for many behind-the-scenes jobs in radio and television. Fashion merchandising programs occasionally enroll older women who want to change jobs or to move up career ladders from salesperson to buyer.

Prospects for Expanding Women's Occupations

The information collected for this survey showed women following the traditional occupational patterns. Yet many observers have suggested that women must begin to turn to the other fields if they are to find jobs in keeping with their abilities.[6]

Officials in the schools that did not have mature women currently enrolled seemed generally receptive to having older women students. Most of them have had some younger women in their programs. Every school surveyed reported that they do get inquiries about admission from women.

Comments from school personnel suggest that a change in enrollment patterns will require better communication and more encouragement to women from both the schools and employers. In order to reverse employment stereotypes held by women as well as men, the opportunities in non-traditional fields need to be brought home to women through

the visability of role models and new recruiting programs. That the message has not yet come across can be seen both in the statistics and the reports of proprietary school personnel.

The technical school directors repeatedly said that women are in great demand. "The day programs aren't getting women, and it's a tragedy," said one. "It is depressing how few inquiries we have from women," said another. "We have had recruiters in here for the past two weeks and they all are asking for women," he continued.

One official discussed the lack of understanding women typically display about technical programs. "These jobs are not manual, and great mathematical background is not required," he emphasized. Another director said that some of the fields involve physical labor, but not so much as to exclude most women. He pointed out that while some programs are heavy with math and physics components, incoming students typically do not have extensive knowledge in these areas, but learn what they need to know in the program.

One director pointed out that many of the technical occupations are both new and "invisible" to the general public. "Kids seem to learn about them in Career Days and vocational movies, but they don't go home and tell Mom and Dad much about them," he said.

The truck-driving school has experienced increased interest by women, and two recent female graduates were hired by oil companies. Husband-and-wife driving teams may be increasing women's interest in truck-driving school.

Administrators of three welding schools reported that women are becoming welders. Two of the schools enrolled their first

women as students in 1973, but all of these women were in their 20's. The third school operates under contract to AIM-Jobs and that contract does not include women students at present, though similar contract programs elsewhere in the U.S. have men and women enrolled together. (Women in the local AIM-Jobs program receive their welding training at Shaw High School).

Comparison of Results With Related Studies

A search through the literature on women and employment disclosed only one similar survey of mature women's enrollment in proprietary schools for comparison of results. Schramm made a descriptive study of six clerical training programs in California. His trainee-subjects were all over 35 years old, were high school graduates, and had not been employed in clerical jobs for at least 10 years. He found that the majority of the women were satisfied with their instructional programs. However, only 27.6% of the women had found clerical jobs after completion, despite the fact that "increased income" was the major reason given by the women for having sought the training.[7] The data from this survey cannot be compared with Schramm's, but his study suggests the need for women to seek work outside traditional female fields.

The literature on women's employment contains repeated references to the need for specialized counseling, brush-up courses, and training for women who are new entrants or re-entrants to the work force.[8] This call for more opportunities implies that women currently are underrepresented in such training, a view that

corresponds with the results of this study.

Implications for Further Study

The results of this study have several implications for additional study. It would be useful to employers, counsellors, and educators at many levels to know more about mature women's enrollment patterns in other types of job training programs--public trade and high schools, junior and community colleges, formal-on-job-training programs, federally aided manpower programs apprenticeship programs, and home study courses. The lack of mature women in proprietary schools training for traditionally male jobs makes it clear that some barriers exist, but the nature of those barriers needs to be identified.

Not much is known about the decision making process used by women who seek job training. How do they select an occupational field? How heavily are they influenced by sex-role expectations? Do they select a course of study on the basis of cost? On the basis of location? On the quality of instruction? On the length of the program? Which of these factors is the greatest barrier? What other barriers do they perceive?

While some information is available that suggests that the enrollment of mature women in postsecondary institutions is increasing[9] not enough is known about their completion rates and their ability to get jobs after training has been completed.

A recent survey by AIM-Jobs in Cleveland[10] indicated that 44% of a group of poverty-area women who had been unemployed for two years were receptive to the idea of training for "blue

collar" jobs. These are women who cannot afford the proprietary schools. Studies are needed to determine the attitudes of other women to such jobs and the kind of encouragement and financial support they would need to enter training.

Summary

The basic objective of this study was to determine mature women's enrollment in the proprietary business, trade, and technical schools in Cuyahoga County.

Officials in 30 of these proprietary schools were contacted by telephone and were asked to give enrollment information regarding women in general, and women over 35 years old in particular. Additional information about the school's programs of study and costs was collected. Enrollment figures were estimated in all cases but one, as the schools generally do not keep records that would easily reflect the ages of all enrollees. Two schools which currently have more than 10 women over age 35 enrolled were visited during class sessions to obtain familiarity with the courses and facilities and other information regarding women's participation in their training programs.

The survey results showed that mature women over 35 years of age comprise about 2.5% of the total estimated enrollment of the 30 schools surveyed. While there are 29 state-approved resident-study proprietary schools in the county, mature women are enrolled in only 14 of the schools. Two-thirds of the mature women enrollees are in courses which lead to clerical and sales occupations. Only one out of 121 mature women was in a field not traditionally reserved to females.

The survey results indicate that opportunities exist for mature women to receive job training within Cuyahoga County for a much wider array of occupational fields than they have entered

in the past, and that these training institutions would welcome increased interest and admission of women over 35 years of age--or of any other age.

The responses of the school officials suggest that age and sex are currently not great barriers to the training of women for jobs traditionally held by men. The fact that employees are specifically requesting trained women for many previously 'male' jobs would seem to indicate that equal employment opportunity laws are having some effect. Continued and strict enforcement of these laws should create an even higher demand for women in a variety of fields.

NOTES

1 "Bread and Fire. Excerpts from 1973 Manpower Report of the President," American Vocational Journal, Vol. XLVIII No. 5 (1973), p.69.

2 U.S., Department of Labor, Women's Bureau, Continuing Education Programs and Services for Women, Pamphlet 10 (rev.), 1971, p.5.

3 Waldman, Elizabeth, "Changes in the Labor Force Activity of Women," Monthly Labor Review, June 1970, p.12.

4 U.S., Department of Labor, Women's Bureau, 1969 Handbook on Women Workers, Bulletin 294, 1969, p.84.

5 U.S., Department of Labor, Women's Bureau, Trends in the Educational Attainment of Women, 1969.

6 Hedges, Janice N., "Women Workers and Manpower Demands in the 1970's" Monthly Labor Review, June, 1970, p.28.

7 Schramm, Dwayne, "A Study of the Older Woman Worker Who Has Attempted to Enter or Reenter the White Collar Labor Force Thru the Assistance of Community Training Programs in Clerical Occupations," Industrial Gerontology, Winter 1971, p.47.

8 See Lewis, Edwin C., Developing Women's Potential, Ames, Ia. Iowa State University Press, 1968; President's Commission on the Status of Women, American Women, Washington U.S. Government Printing Office, 1963; Koontz, Elizabeth Duncan, "Women Want Up the Career Ladder," American Vocational Journal, Vol. XLVIII, No.5, 1973, pp.35-36; Kreps, Juanita, Sex in the Marketplace: American Women at Work, Baltimore, Md.: Johns Hopkins Press, 1971; and U.S. Department of Labor, Women's Bureau, Continuing Education Programs and Services for Women, 1971.

9 Continuing Education Programs and Services for Women, op. cit., p.4.

10 "Women Want 'Male' Jobs, Are Refused, Group Finds, "The Plain Dealer, February 13, 1974, p.5B.

APPENDIX A

SURVEY INSTRUMENT

INSTITUTION PHONE

NAME OF CONTACT

TITLE

1. Do you have any women enrolled?

   YES_____

   a. What proportion of students are women?

   b. Do you have any data/impressions about the ages of these women?

   c. How many women are over 35 years old?

   NO_____

   a. Have you had any women enrolled in the recent past?

   b. Have you had any inquiries about admission from women?

   c. Do you know what age woman has inquired?

   d. Is there a place for mature, adult women in your program?

2. Check on basic data

   Admissions requirements

   Placement services

   Program description/cost/length of study

   Local employment availability

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